

2018-2019

EPP Bachelor Performance Report

William Peace University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

William Peace University (WPU) is a liberal arts undergraduate institution that was founded in 1857 by Presbyterians in the Synod of North Carolina who desired to establish at the state capital a school "of high grade" for young women. In 2011 it became a coeducational institution. In its earlier years of operation, WPU offered course work at all levels, from kindergarten through college. By 1969, it no longer offered elementary and secondary instruction and the program of study led to an Associate of Arts degree. In 1996, WPU was accredited as a baccalaureate institution offering a variety of majors leading to the Bachelor of Arts degree. The Board of

Trustees voted unanimously in 2004 to eliminate the associate degree programs by May 2005. In 2007, Education became a major at WPU. The Education major provides courses leading to dual licensure in Elementary Education K-6 and Special Education: General Curriculum: K-12, in 2011 the university began to offer single licensure in the areas of Elementary Education K-6 or Special Education: General Curriculum K-12. Additionally, in 2016 the institution was approved to offer Middle School Licensure in the areas of Science, Social Studies and English/Language Arts. The Peace University Liberal Education Program's primary objective is the development of leadership and ethical decision making skills in its graduates. These objectives provide an excellent base for the Education Conceptual Framework developed collaboratively by leadership of the Wake County Public Schools and selected faculty of the college. WPU is located in downtown Raleigh within a half mile of the state capital and is one of six higher education institutions located in the Raleigh area. WPU has strong partnerships with the First Presbyterian Church of Raleigh and the Wake County Public School System. It is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. With an enrollment of 1034 students and 32 full-time faculty, WPU has a low student-teacher ratio. During the 2011-2012 school year, the Peace College Board of Trustees changed the name of the institution from Peace College to William Peace University

Special Characteristics

The Education Department offers a major that satisfies requirements for licensure in Elementary Education K-6, or Dual Licensure in Special Education: General Curriculum K-12 and Elementary Education K-6. Candidates move through this program in cohorts of up to 20 students. The program was initially developed in collaboration with the Wake County Public School System and is designed to address issues identified as relevant by the Education faculty and WCPSS. Additionally, WPU has added on licensure in Middle School English/Language Arts, Middle School Science, and Middle School Social Studies. During the 2018-2019 academic year the program offered its first cohort of Special Education: Adapted Curriculum Licensure only program.

Program Areas and Levels Offered

The William Peace University Education Program offers candidates the option for an undergraduate major in Education. Successful completion of this major and successful passing of required Pearson exams and Praxis exam scores, result in a recommendation for an Initial license in Elementary Education: K-6, or Dual Licensure in Special Education: General Curriculum: K-12 or Elementary Education K-6, and licensure only in Special Education Adapted Curriculum. Additionally, WPU offers licensure in Middle School Science, Social Studies and English/Language Arts.

Pathways Offered (Place an 'X' under each of the options listed below that your EPP Provides)

Traditional	Lateral Entry	Residency
X		

Brief description of unit/institutional efforts to promote SBE priorities.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

The William Peace University Education program began solely as a Dual Licensure Program in Special Education and Elementary Education. Special education practices are the foundation for which all the other courses were built upon. Our general education teachers are required to take a Special Education Methods course to ensure their ability to work with special education students. Additionally, all of students are trained in effective practices and strategies that work with special educations students.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

William Peace University candidates in both special education and general education take two Literacy Methods courses. In this course candidates are taught effective strategies that address the needs of limited English proficient students. Students also work with students at a school in Wake County that typically has a higher number of limited English proficient students. The research based course work along with the practical experience allows for our candidates to be able to work with these students effectively.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.

Candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students by successfully completing the following course: EDU 210, Instructional Technology. In addition, the following required courses have embedded instructional technology objectives in order to better meet the needs of students: EDU 302 - Literacy Methods 1, EDU 303 - Social Studies Methods, EDU 304 - Mathematics Methods, EDU 305- Science Methods, and EDU 452 - 21st Century Teacher Leadership. Candidates are also assessed on these competencies during formal observations in EDU 496 Student Teaching.

The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

William Peace University trains their student teachers how to use mClass reading assessment prior to student teaching. This assessment system is used state wide to assess students reading levels in the public

schools. This training prior to entering the classroom allows our students to be able to effectively utilize the assessment tool in the classroom during student teaching. Additionally, candidates are exposed to the wide variety of assessment tools used by Wake County Public Schools during student teaching. During their student teaching experience, candidates are given a Wake County Public Schools email which allows them to access Wake County technology tools during this experience. During their coursework at WPU candidates are taught to use assessment data to inform their instruction. This skill is formally assessed during Task 2 of PPAT.

Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

Candidates are required to prepare an integrated thematic unit during EDU 452 - 21st Century Teacher Leadership, which is implemented during EDU 496 Student Teaching. The unit includes 8 lesson plans which integrate arts education across the curriculum.

Explain how your program(s) and unit conduct self-study.

This past year WPU submitted all programs for renewal with the state. Throughout the approval process the institution looked closely at the curriculum and the specific outcomes required by the state. Throughout the process adjustments to courses and the coursework within those courses was made to better meet the needs of our students and also fill the requirements of the state. WPU is looking closely at the assessment data provided by Pearson to make curriculum adjustments. We have begun the implementation of PPAT. Throughout this process WPU will be looking closely at its curriculum to ensure that our candidates will be successful on this assessment. Once we are provided with the initial round of data from PPAT we will be using that data to make necessary changes.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

Each semester students participate in field experiences that are connected to various methods courses throughout the program. These experiences are often part of the class that is being taught. Each Methods class – Math Methods, Literacy Methods 1 & 2, and Science Methods will

offer a field experience as part of the class. These experiences will vary in each class, but each will give candidates time to work with children under the supervision of their university professor. Every effort is given to provide students with varied experiences in a variety of settings. Students are able to experience the needs of low performing schools at some point during the educator preparation program. WPU is forming new partnerships with schools that offer diverse experiences for our students throughout their preparation. Students at WPU participate in a full semester practicum experience that is always in the Fall semester, or the semester before student teaching, and student teaching is always in the spring.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

We allow for beginning of the year and end of the year experiences by providing a practicum the semester before student teaching.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Abbotts Creek Elementary/WCPSS, Green World Languages Magnet School/WCPSS, Wendell Elementary/WCPSS, Davis Drive Middle School/WCPSS, Daniels Middle School/WCPSS, Broughton High School/WCPSS
Start and End Dates	August 2018-May 2019
Priorities Identified in Collaboration with LEAs/Schools	Provide candidates with skills in teamwork, collaboration, and use of data to improve student achievement in the context of 21st Century Skills
Number of Participants	8
Activities and/or Programs Implemented to Address the Priorities	ELEM Practicum in the Fall and DUAL/ELEM/MS Student Teaching in the spring
Summary of the Outcome of the Activities and/or Programs	Provide candidates an opportunity to work with students from a diverse environment. Provide candidates with skills in teamwork, collaboration, and use of data to improve student achievement in the content and 21 st century skills. Engage students in designing lessons that meet the needs of students.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Hunter Elementary/WCPSS, Willow Springs Elementary/WCPSS, Pathways Elementary/Orange County, , Penny Road Elementary/WCPSS, Carroll Middle/Robeson County, Ligon GT Middle School/WCPSS, Martin Middle School/WCPSS, Athens Drive High School/WCPSS, Broughton High School/WCPSS, Vernon Malone College and Career High School/WCPSS ELEM Practicum and SPED Practicum (TUG and SPS Juniors)
Start and End Dates	January 2019-May 2019
Priorities Identified in Collaboration with LEAs/Schools	Provide candidates with skills in teamwork, collaboration, and use of data to improve student achievement in the context of 21 st century skills
Number of Participants	14
Activities and/or Programs Implemented to Address the Priorities	Elem Practicum and SPED practicum
Summary of the Outcome of the Activities and/or Programs	Provide candidates an opportunity to work with students from a diverse environment. Provide candidates with skills in teamwork, collaboration and use of data to improve student achievement in the content and 21 st Century Skills. Engage students in designing lessons that meet the needs of students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Green World Language Magnet School/WCPSS
Start and End Dates	August 2019-May 2019
Priorities Identified in Collaboration with LEAs/Schools	1. Students will identify reading strategies to support student learning in the elementary classroom. 2. Students will work in a team to write, and team teach lessons in an ELA classroom. 3. Students will identify strategies to support working with cultures other than their own. 4. Students will reflect on the connection between their academic learning and the school community.
Number of Participants	9
Activities and/or Programs Implemented to Address the Priorities	Immersive Academic Service Learning year long project to address ELA needs in the first and fifth grade classrooms.
Summary of the Outcome of the Activities and/or Programs	WPU candidates were closely supervised during both the planning and instructional delivery. Their lessons were reviewed by the course instructor, then by each child's special education teacher. Instruction was supervised by the course instructor. Candidates were able to plan lessons based on their experience working with children with guidance from the instructor.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Davis Drive Middle School, Daniels Middle School
Start and End Dates	August 2018-May 2019

Priorities Identified in Collaboration with LEAs/Schools	Provide candidates an opportunity to work with students from a diverse environment. Provide candidates with skills in teamwork, collaboration and use of data to improve student achievement in the content and 21 st Century Skills. Engage students in designing lessons that meet the needs of students.
Number of Participants	3
Activities and/or Programs Implemented to Address the Priorities	WPU candidates were closely supervised during both the planning and instructional delivery of their lessons. Their lessons were reviewed by the course instructor, then by each candidates cooperating teacher.
Summary of the Outcome of the Activities and/or Programs	WPU candidates designed and taught lessons to students after using research based assessments to check for understanding. WPU candidates were closely supervised during this activity by their WPU instructor.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Hunter Elementary School
Start and End Dates	January 2019-May 2019
Priorities Identified in Collaboration with LEAs/Schools	Provide candidates an opportunity to work with students from a diverse environment. Provide candidates with skills in teamwork, collaboration and use of data to improve student achievement in the content and 21 st Century Skills. Engage students in designing lessons that meet the needs of students.
Number of Participants	9
Activities and/or Programs Implemented to Address the Priorities	Candidates were asked to complete a number of assignments for social studies methods which included, classroom climate activities, attend a school wide staff meeting, and participate in a guided observation.
Summary of the Outcome of the Activities and/or Programs	Candidates participated in activities and completed a field experience notebook to show evidence of their work.
Priorities Identified in Collaboration with LEAs/Schools	Provide candidates an opportunity to work with students from a diverse environment. Provide candidates with skill in teamwork, collaboration, and use of data to improve student achievement in the content and 21 st century skills. Engage students in designing lessons that meet the needs of students.
Number of Participants	10
Activities and/or Programs Implemented to Address the Priorities	Students are placed in an elementary placement for 45 hours in the fall. Students spend 3-4 hour a week in the assigned classroom. Students write a behavior management plan, observe mentor teacher and create lesson plans based on observation, create and teach small and large group lessons with the support of a mentor teacher and college supervisor.
Summary of the Outcome of the Activities and/or Programs	Students gained an understanding of preparing lessons based on pre assessments, teaching, and modifying lessons for the next session. Students were able to meet with school staff to discuss needs of students and how to best meet the needs of students with disabilities.

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	3
Female	6
Race/Ethnicity	Number
Hispanic / Latino	1
Asian	0
African-American	0
American Indian / Alaskan Native	0
Native Hawaiian / Pacific Islander	0
White	8
Multi-Racial	0
Student does not wish to provide	0

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino	1	Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	2	White	19
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	3	Total	19
Licensure-Only	Asian		Asian	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	5
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	8
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	0	Total	14

Part-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
PC Completed program but has not applied for or is not eligible to apply for a license LC Completed program and applied for license	PC	LC	PC	LC	PC	LC
Prekindergarten						

Elementary	8	1				
MG	3					
Secondary						
Special Subjects						
EC						
VocEd						
Special Services						
Total	11	1	0	0	0	0

D. Undergraduate program completers in NC Schools within one year of program completion.

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Peace	13	100	92
Bachelor	State	3,186	85	67

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
Wake County Schools	47
Johnston County Public Schools	11
Guilford County Schools	5
Harnett County Schools	5

F. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN CORE-Combined	500.71
MEAN CORE-Reading	*
MEAN CORE-Writing	N/A
MEAN CORE-Math	*
MEAN GPA	3.60
Comment or Explanation:	
* Less than five scores reported	

G. Scores of student teachers on professional and content area examinations.

	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years
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Specialty Area/Professional Knowledge	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Elementary (grades K-6)	17	15	8	88	8	100	8	100
Spec Ed: General Curriculum	17	15	3	*	3	*	5	60
Institution Summary	17	15	8	88	8	100	9	89
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed. **Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.								

H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		9				
U Licensure Only		0				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency						
Comment or Explanation: We do not offer residency licensure						

I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
3	0	8

J. Field Supervisors to Students Ratio (include both internships and residencies)

1:4

K. Teacher Effectiveness

Teacher Effectiveness

This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at <http://www.ncpublicschools.org/effectiveness-model/ncees/>. Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A. Additional information about Educator Effectiveness is available at: <http://www.ncpublicschools.org/effectiveness-model/ncees/>

Standard One: Teachers Demonstrate Leadership

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:						
State Level:						

Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:						
State Level:						

Standard Three: Teachers Know the Content They Teach

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:						
State Level:						

Standard Four: Teachers Facilitate Learning for Their Students

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:						
State Level:						

Standard Five: Teachers Reflect on Their Practice

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:						
State Level:						

Standard Six: Teachers Contribute to the Academic Success of Students

	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size		
Inst. Level:						
State Level:						